DOCUMENT RESUME

ED 358 059 SP 034 512

TITLE Physical Education Outcomes: Grades 6-8, Report of the Task Force To Develop HPERD Program Standards.

INSTITUTION American Alliance for Health, Physical Education, Recreation, and Dance. Eastern District Association.

PUB DATE Jan 93

NOTE 53p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Washington, DC, March 24-28, 1993). For a related document, see SP 034 502.

PUB TYPE Speeches/Conference Papers (150) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS Affective Objectives; *Behavioral Objectives; Cognitive Objectives; *Curriculum Development; Grade 6; Grade 7; Grade 8; Guidelines; Junior High Schools; Learning Activities; Middle Schools; *Physical Education; Physical Fitness; Psychomotor Objectives; Reference Materials; Student Development; *Student Educational Objectives; Task Analysis

IDENTIFIERS Outcome Based Education

ABSTRACT

The intention of this paper is to provide reference material to states, school districts, and local schools who seek assistance in curriculum development and maintenance of quality programs in physical education. The guidelines are based on the 5-point definition of the physically educated person that was developed by the National Association for Sports and Physical Education. The document presents component elements and purposes of the program guidelines; defines a physically educated person; identifies 10 outcomes of a physical education program for grades 6-8; discusses principles and teacher objectives for designing appropriate instructional activities; and provides lists of projected outcomes, objectives, and sample activities for sixth-, seventh-, and eighth-grade students. Three appendices provide a grade level activity matrix; a description of characteristics and needs of middle school children--implications for physical education programs; and principles for designing appropriate practice activities for the acquisition of specific motor skills including an example of a task analysis, which is useful in identifying the essential characteristics and degree of performance complexity in its skilled form. (Contains 35 references.) (LL)

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ED358059

PHYSICAL EDUCATION OUTCOMES

GRADES

6-8

Report of the Task Force to Develop HPERD Program Standards

Eastern District Association of the American Alliance for HPERD

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PREFACE

The Task Force was formed in 1989 and charged with the responsibility to identify and/or develop standards for quality programs in HPERD. The Task Force decided to focus initially on program standards for Physical Education. The Program Guidelines for grades K-5 were developed during 1989-1990 and represent Phase I of the Task Force project. Phases II and III of the project were initiated in Fall 1990 and extend the development of the Physical Education Guidelines to include grades 6-8 and 9-12, respectively. The Program Guidelines for grades 6-8 were developed during 1990-1992. The final format and content of the guidelines evolved through a substantial process of review and revision. Input, comments and suggestions have been received from more than 50 state leaders and reviewers throughout the District.

The intent of the District in appointing the Task Force was to provide leadership as a professional organization in promoting standards for quality programs in HPERD. Thus, the intent of this document is to provide information to those states, school districts, and local schools who seek assistance in developing and maintaining quality programs in Physical Education. It is not the intent of the District, the Task Force, or the document to promote a prescribed, standardized curriculum guide. Rather, the goal is to provide leadership and service in the effort to demonstrate worth and accountability in our profession.

It is the hope of the Task Force that the program guidelines developed for each of the three phases will be used by individual states and school districts as part of specific, local workshops and in-service programs devoted to review and revision of curricula. Thus, the Task Force views this document, and the documents for grades K-5 and 9-12, as reference information to stimulate discussion and decision-making at local levels. Program design must, of necessity, be guided by the needs, interests, and resources of specific teachers, students, and schools. To the extent that all Physical Education programs are directed toward a common set of resultant outcomes, it is hoped that the information compiled by the Task Force will serve as a useful operating framework for decision-making.

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Date: 1/93

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INTRODUCTION

Component Elements of the Program Guidelines

The Guidelines for Physical Education Programs are based on the 5-point definition of the Physically Educated Person, developed by the National Association for Sport and Physical Education (NASPE) Outcomes Committee. Within the definition, the Task Force identified 10 Outcomes for Physical Education, grades 6-8. The 10 Outcomes were designed to reflect broad areas of development and understanding which result from quality programs in Physical Education. It is the belief of the Task Force that the 10 outcomes provide specific, grade-appropriate statements that are consistent with the NASPE definition of a physically educated person.

For each of the 10 Outcomes, objectives related to psychomotor, cognitive, and/or affective behavior have been identified for grades 6-8. These behavioral objectives represent a second-order level of specificity. As such, they reflect possible areas of curricular content, by grade level, that relate directly to the achievement of the general Physical Education Outcomes. For behavioral objectives under Outcomes 1 and 3-10, examples are provided of specific activities from the psychomotor, cognitive, or affective domains, related to accomplishing the objectives. The examples are intended as illustrations of activities and tasks that could be used in conjunction with a particular behavioral objective at a particular grade level. For Outcome 2, which relates to skill acquisition, activity matrices are provided for each grade level to illustrate the content suggested in the behavioral objectives. A complete activity x grade level matrix is included in Appendix A to illustrate the content progression of the skill acquisition objectives across the three grades, 6-8.

Supplementary Material

As a supplement to the Program Guidelines, objectives for the middle school teacher in designing instructional activities have been identified. These objectives are based on a) the unique characteristics and needs of middle school children and b) principles of skill acquisition drawn from the motor learning literature. The objectives for the teacher are intended to suggest strategies for designing effective activities to achieve the various behavioral objectives. A listing of the teacher objectives is presented in the next section of the document. A discussion of the characteristics and needs of middle school children is presented in Appendix B. Principles for designing appropriate practice activities for the acquisition of specific motor skills are presented in Appendix C. Included in this information is a task analysis used to analyze the complexity of the performance environment and the movement pattern associated

with a particular skill, and examples of ways to simplify the practice environment.

Purposes of the Program Guidelines

The 10 Outcomes statements are intended to serve as standards for quality Physical Education programs, grades 6-8. It is the position of the Task Force that these outcomes reflect essential areas of development and knowledge, resulting from an instructional program in Physical Education. The Task Force believes that these outcomes are broadly applicable and appropriate across a wide variety of schools, programs, and geographic locations. It is hoped that the outcomes statements can be uniformly endorsed by professionals in the field.

The behavioral objectives related to each outcome, by grade level, are designed to further define and/or specify the Physical Education Outcomes by identifying areas of psychomotor, cognitive, and/or affective content related to each of the outcomes. As such, the objectives are intended as suggestive of general curricular content within a 5 day per week program, rather than as prescriptive of a standard curriculum. It is hoped that these objectives will be useful to those individuals, districts, and/or schools seeking guidance, examples, or ideas relative to curricular review, planning, or revision. Clearly, it will be necessary for such groups to modify objectives based on length and frequency of Physical Education classes, size of classes, and the like.

The sample activities and the objectives for designing instructional activities are intended to illustrate or suggest tasks and activities that can serve as behavioral criteria relative to the accomplishment of the objectives for a particular grade level. It is hoped that this information will be helpful in the process of identifying appropriate activities for a particular Physical Education program relative to facilities, equipment, and regional/geographic activity interests and opportunities.

Assumptions

The program guidelines are based on the assumption of a 5 day per week physical education program. The content of the guidelines also assumes that the outcomes and related behavioral objectives for Physical Education K-5 have been achieved. Obviously, if these assumptions are not met in a particular program, it will be necessary to modify the objectives and/or delay presentation of some areas of content within the program.

No priority is implied in the ordering of the 10 Outcomes statements. The order simply corresponds to the order of the elements in the 5-point NASPE definition of a physically-educated

person. In addition, the listing of 10 individual Outcomes does not imply that they reflect discrete, unrelated areas of development and understanding. Clearly, a lesson involving throwing and catching, for example, can involve objectives relating to skill learning, safety, principles of movement, rules and etiquette, cooperation, and interpersonal skills. Identification of the major outcome of a particular lesson is often simply a matter of emphasis within the instructional activities. The sequential listing of the 10 Outcomes is simply intended to describe the various types of development and understanding which result from an instructional program in Physical Education.

Definition of Terms

The behavioral objectives are designed to provide content progressions both within a specific grade and across sequential grades. Three specific terms are used to denote a progressive sequence of skill development as follows:

Attempt: Implies that the skill will be taught but the child will not master or show competency in the skill. This is a first level progression.

Demonstrate: Implies that the child will demonstrate competency in the skill. This is a second level progression.

Review: Implies the continual review of the skill and serves as a developmental checkpoint.

DEFINITION OF A PHYSICALLY EDUCATED PERSON (NASPE) AND 10 OUTCOMES OF A PHYSICAL EDUCATION PROGRAM, GRADES 6-8.

A Physically Educated Person:

***HAS learned skills necessary to perform a variety of physical activities**

1. The learner will develop competency in a variety of movement and dance forms.

2. The learner will develop competency in a variety of activities and sports.

***IS physically fit**
***DOES participate regularly in physical activity**

3. The learner will improve personal fitness and demonstrate a knowledge of the components of health-related fitness.

***KNOWS the implications of and the benefits from involvement in physical activities**

4. The learner will understand safety issues in movement, dance, games and sport.

5. The learner will understand the concepts and principles of effective and efficient movement.

6. The learner will understand, appreciate and apply rules, regulations, strategies, and etiquette for movement, dance, games, and sport.

7. The learner will appreciate the aesthetic and creative qualities of movement.

8. The learner will understand the historical and cultural bases of movement, dance, games, and sport.

***VALUES physical activity and its contributions to a healthful lifestyle**

9. The learner will enhance self-confidence and inter-personal skills through the group process in movement, dance, games, and sport.

10. The learner will discover an element of fun and enjoyment in movement, dance, games, or sport.

SIXTH GRADE OUTCOMES

OUTCOME 1: **The learner will develop competency in a variety of movement and dance forms.**

Objective 1.1: The learner will demonstrate body, spatial, and temporal awareness.

Objective 1.2: The learner will demonstrate rotational skills.

Sample Activities:

- 1.2.a: Forward or backward rolls in different body shapes.
- 1.2.b: Cartwheels.

Objective 1.3: The learner will demonstrate static balancing skills.

Sample Activities:

- 1.3.a: Front or side scale.
- 1.3.b: Headstand or handstand.

Objective 1.4: The learner will demonstrate dynamic balancing skills.

Sample Activities:

- 1.4.a: Various leaps.
- 1.4.b: Turns and pivots in different levels.

Objective 1.5: The learner will demonstrate vaulting skills.

Sample Activities:

- 1.5.a: Travel over objects of varying heights and distances.
- 1.5.b: Flank vault.

Objective 1.6: The learner will demonstrate supporting skills.

Sample Activities:

- 1.6.a: Skin the cat or inverted hang.
- 1.6.b: Front support.

Objective 1.7: The learner will demonstrate beginning square and/or line dance skills.

Sample Activities:

- 1.7.a: Grapevine.
- 1.7.b: Allemande right and left.

OUTCOME 2: **The learner will develop competency in a variety of activities and sports.**

Objective 2.1: The learner will demonstrate receiving and projecting objects without and with an implement while stationary and moving.

Objective 2.2: The learner will participate in swimming and water survival skills commensurate with her/his ability.

Objective 2.3: The learner will demonstrate or attempt the following basketball skills:

REVIEW	DEMONSTRATE	ATTEMPT
	Dominant hand dribble Pivot Defensive slides	Non-dominant hand dribble Speed dribble Change of pace dribble Crossover dribble Spin dribble Chest pass Bounce pass Two-hand overhead pass Flip pass Outlet pass Baseball pass Set shot Dominant hand lay-up Jump shot Foul shot Jump stop Turn on rebound

Objective 2.4: The learner will attempt the following field hockey skills:

REVIEW	DEMONSTRATE	ATTEMPT
	Grip	Drive pass Flick pass Flat pass Through pass Push pass Drive shot Flick shot Scoop shot Ground trap Air trap Hand trap Forward tackle Side tackle Dribble

Objective 2.5: The learner will demonstrate or attempt the following football skills:

REVIEW	DEMONSTRATE	ATTEMPT
	Giving & receiving handoff Carrying the ball Kickoff Blocking	Long hike Forward pass Lateral pass Punting Over shoulder catch Above shoulder catch Below knees catch

Objective 2.6: The learner will demonstrate or attempt the following racket sport skills.

REVIEW	DEMONSTRATE	ATTEMPT
	Forehand grip Backhand grip	Forehand swing Backhand swing Volley Drop serve

Objective 2.7: <u>The learner will demonstrate or attempt following soccer skills:</u>

REVIEW	DEMONSTRATE	ATTEMPT
	Instep kick Dribble Foot trap	Outside kick Heel kick Flat pass Through pass Aerial pass Throw-in Drive shot Chip shot Body trap Leg trap Knee juggle Foot juggle

Objective 2.8: <u>The learner will demonstrate or attempt the following softball skills:</u>

REVIEW	DEMONSTRATE	ATTEMPT
	Underhand throw Base running Overhand throw from infield Catching with glove	Overhand throw from outfield Fielding ground balls Fielding line drives Fielding fly balls Hitting Pitching

Objective 2.9: <u>The learner will attempt the following track and field skills:</u>

REVIEW	DEMONSTRATE	ATTEMPT
		Sprint High jump Relays

Objective 2.10: The learner will demonstrate or attempt the following volleyball skills:

REVIEW	DEMONSTRATE	ATTEMPT
		Underhand serve Set Forearm pass Dominant hand hit

Objective 2.11: The learner will attempt the skill of compass and map reading necessary to complete a beginning orienteering course.

Objective 2.12: The learner will attempt beginning activities in a variety of geographically appropriate outdoor pursuits.

OUTCOME 3: The learner will improve personal fitness and demonstrate a knowledge of the components of health-related fitness.

Objective 3.1: The learner will participate in activities that will sustain a target heart rate of 60% to 85% of maximum heart rate for a minimum of 20 minutes.

Sample Activities:

3.1.a: Rope jumping.

3.1.b: Jogging.

Objective 3.2: The learner will calculate maximum and target heart rates.

Objective 3.3: The learner will participate in activities that will increase muscular strength/endurance.

Sample Activities:

3.3.a: Crab soccer.

3.3.b: Tumbling/gymnastics activities.

Objective 3.4: The learner will identify appropriate activities to enhance each component of health-related fitness.

Objective 3.5: The learner will identify the three factors manipulated to achieve overload.

Objective 3.6: The learner will identify appropriate methods of increasing flexibility.

Objective 3.7: The learner will participate in activities that will increase range of motion.

Sample Activities:

3.7.a: Sport specific stretching exercises.

3.7.b: Systematic stretching exercises.

Objective 3.8: The learner will identify appropriate methods of increasing strength.

Objective 3.9: The learner will differentiate between muscular strength and muscular endurance.

Objective 3.10: The learner will differentiate between aerobic and anaerobic capacity.

Objective 3.11: The learner will participate in health-related fitness assessment.

Sample Activities:

3.11.a: Physical Best.

3.11.b: Fitness Gram.

Objective 3.12: The learner will identify possible injuries that may result from improper warm-up, conditioning, or cool-down.

OUTCOME 4: The learner will understand safety issues in movement, dance, games, and sport.

Objective 4.1: The learner will identify safety factors in the utilization of space without and with an implement.

Sample Activities:

4.1.a: Maintain a safe distance from others when using a jump rope.

Objective 4.2: The learner will identify safety factors associated with the utilization of athletic equipment/apparatus.

Sample Activities:

4.2.a: Demonstrate safe use of sticks, rackets, and bats in a crowded area.

Objective 4.3: The learner will differentiate between safe and unsafe participation/environment.

Sample Activities:

4.3.a: Attempt transverse rock climb or peg board only if a safety mat is in place.

Objective 4.4:	The learner will demonstrate body control while performing movement activities, dance, games, and sport.
Sample Activities:	
4.4.a:	Run within her/his lane of the track.
4.4.b:	Demonstrate a cartwheel and land within a designated area.
Objective 4.5:	The learner will attempt to follow all game rules to maintain safe playing conditions.
Sample Activities:	
4.5.a:	Participate in a floor hockey game without body checking opponents.
OUTCOME 5:	**The learner will understand the concepts and principles of effective and efficient movement.**
Objective 5.1:	The learner will explore the application of force.
Sample Activities:	
5.1.a:	Throwing, kicking and striking.
5.1.b:	Pulling and pushing.
Objective 5.2:	The learner will explore various trajectories through throwing and catching.
Sample Activities:	
5.2.a:	Throwing and catching a ball on the rebound.
Objective 5.3:	The learner will identify the mechanical advantages of movement in opposition.
Objective 5.4:	The learner will identify the purpose of the follow-through phase of movement.
Objective 5.5:	The learner will identify gross errors in personal movements.
OUTCOME 6:	**The learner will understand, appreciate, and apply rules, regulations, strategies, and etiquette for dance, games, and sport.**
Objective 6.1:	The learner will apply the rules and regulations for the activity.
Sample Activities:	
6.1.a:	Self-officiate an activity.
6.1.b:	Teach rules to peers.

Objective 6.2: The learner will identify the function of rules.

Sample Activities:

6.2.a: Create a game.
6.2.b: Modify a game.

Objective 6.3: The learner will attempt the offensive skills of picks, give-and-go, pick-and-roll, fakes, and screens for a variety of team sports.

Sample Activities:

6.3.a: Participate in 2 on 2 and/or 3 on 3 games.
6.3.b: Head fakes.
6.3.c: Pass and screen away.

Objective 6.4: The learner will attempt player-to-player defense in a variety of team sports.

Sample Activities:

6.4.a: Participate in 2 on 2 and/or 3 on 3 games.
6.4.b: Keep Away.

Objective 6.5: The learner will participate in activities that enhance awareness of spatial relationships between the ball, the goal, the opponent, and her/himself (third party perspective).

Sample Activities:

6.5.a: 2 on 1 game.
6.5.b: 3 on 2 game.

OUTCOME 7: The learner will appreciate the aesthetic and creative qualities of movement.

Objective 7.1: The learner will observe creative movement phrases or sentences, performed by a more experienced model, and discuss her/his movement.

Objective 7.2: The learner will, in cooperation with a group, develop creative movement phrases or sentences based on a theme.

Objective 7.3: The learner will create movement sequences in response to music, props, literature, or other appropriate stimuli.

Sample Activities:

7.3.a: Create a dance in a square formation.
7.3.b: Interpret a poem through dance.

OUTCOME 8: **The learner will understand the historical and cultural bases of movement, dance, games, and sport.**

Objective 8.1: The learner will identify the historical origins of a variety of dances.

Objective 8.2: The learner will participate in folk and line dances from diverse cultures.

Sample Activities:

- 8.2.a: Schottiche.
- 8.2.b: Tucker.
- 8.2.c: Troika.
- 8.2.d: Hora.

Objective 8.3: The learner will teach a dance or movement activity identified with the learner's heritage.

Sample Activities:

- 8.3.a: Texas Two Step.
- 8.3.b: Canadian Barn Dance.

OUTCOME 9: **The learner will enhance self-confidence and interpersonal skills through the group process in movement, dance, games, and sport.**

Objective 9.1: The learner will participate in activities which will allow her/him to set and to achieve dual and team goals.

Sample Activities:

- 9.1.a: Everyone Up.
- 9.1.b: Cooperation Tag.

Objective 9.2: The learner will participate in initiative and cooperative learning activities.

Sample Activities:

- 9.2.a: Project Adventure.
- 9.2.b: Rock Climbing.

Objective 9.3: The learner will demonstrate the ability to succeed at various roles within a group.

Sample Activities:

- 9.3.a: Human knot.
- 9.3.b: Group problem-solving activities.

Objective 9.4: The learner will demonstrate acceptance of differences among classmates in physical development.

Objective 9.5: The learner will participate in a large variety of group activities.

Sample Activities:
- 9.5.a: Ultimate frisbee.
- 9.5.b: Team juggling.

Objective 9.6: The learner will follow classroom rules and regulations in order to create a more supportive environment.

Sample Activities:
- 9.6.a: Help formulate classroom rules.

OUTCOME 10: The learner will discover an element of fun and enjoyment in movement, dance, games, and sport.

Objective 10.1: The learner will participate in activities with modified rules, structure, and/or equipment to increase the parity of the movement, dance, game, or sport.

Sample Activities:
- 10.1.a: Scooter basketball.
- 10.1.b: 1/2 court tennis.

Objective 10.2: The learner will participate in a variety of recreational activities appropriate for the geographical area.

Sample Activities:
- 10.2.a: Snow shoeing.
- 10.2.b: Bicycling.

Objective 10.3: The learner will demonstrate an understanding of the relative importance of winning and losing.

Sample Activities:
- 10.3.a: Participate in team activities with individuals of various skill levels.

Objective 10.4: The learner will participate in a variety of non-competitive games.

Sample Activities:
- 10.4.a: Stump clumping.

Objective 10.5: The learner will choose from a variety of motivators (music, teacher involvement, student selection of activity) that will enhance fun and enjoyment in the class.

Sample Activities:
- 10.5.a: Participate in warm-ups to music of her/his choice.

SEVENTH GRADE OUTCOMES

OUTCOME 1: **The learner will develop competency in a variety of movement and dance forms.**

Objective 1.1: The learner will review rotational skills.

Objective 1.2: The learner will demonstrate rotational skills on apparatus.

Sample Activities:

- 1.2.a: Pull over or sole circle.
- 1.2.b: Forward or backward rolls.

Objective 1.3: The learner will review static balancing skills.

Objective 1.4: The learner will demonstrate static balancing skills on apparatus.

Sample Activities:

- 1.4.a: Knee scale or V-seat.
- 1.5.b: Shoulder stand.

Objective 1.5: The learner will review dynamic balancing skills.

Objective 1.6: The learner will demonstrate dynamic balancing skills on apparatus.

Sample Activities:

- 1.6.a: Forward or backward walking.
- 1.6.b: Leaps or jumps.

Objective 1.7: The learner will review vaulting skills.

Objective 1.8: The learner will demonstrate vaulting skills using a springboard or reuther board.

Sample Activities:

- 1.8.a: Landing on top.
- 1.8.b: Flank or squat.

Objective 1.9: The learner will demonstrate supporting skills.

Sample Activities:

- 1.9.a: L-seat or double leg stem rise.
- 1.9.b: Swings or hangs.

Objective 1.10: The learner will perform rotational and balancing skills to music.

Objective 1.11: The learner will demonstrate beginning folk dance skills.

Sample Activities:

1.11.a: Polka step.

1.11.b: Schottiche step.

OUTCOME 2: The learner will develop competency in a variety of activities and sports.

Objective 2.1: The learner will review, demonstrate or attempt the following basketball skills:

REVIEW	DEMONSTRATE	ATTEMPT
Dominant hand dribble	Non-dominant hand dribble	Crossover dribble
Pivot	Speed dribble	Spin dribble
Defensive slides	Change of pace dribble	Dominant hand lay-up
	Chest pass	Jump shot
	Bounce pass	Turn on rebound
	Two-hand overhead pass	Drop step
	Flip pass	Baseball pass
	Outlet pass	
	Set shot	
	Foul shot	
	Jump stop	

Objective 2.2: The learner will demonstrate or attempt the following field hockey skills:

REVIEW	DEMONSTRATE	ATTEMPT
Grip	Drive pass	Flick shot
	Flick pass	Scoop shot
	Flat pass	Air trap
	Through pass	Side tackle
	Push pass	Come from behind tackle
	Drive shot	
	Ground trap	
	Hand trap	
	Dribble	
	Forward tackle	

Objective 2.3: The learner will review, demonstrate, or attempt the following football skills:

REVIEW	DEMONSTRATE	ATTEMPT
Giving & receiving handoff Carrying the ball Kickoff Blocking	Long hike Forward pass Lateral pass Above shoulder catch Below knees catch	Punting Over the shoulder catch

Objective 2.4: The learner will attempt the following lacrosse skills:

REVIEW	DEMONSTRATE	ATTEMPT
		Cradle Catch Underhand throw Overhand throw Scoop

Objective 2.5: The learner will review, demonstrate, or attempt the following racket sport skills:

REVIEW	DEMONSTRATE	ATTEMPT
Forehand grip Backhand grip	Forehand swing Drop serve Volley	Backhand swing Serve Lob Smash

Objective 2.6: The learner will participate in lead-up activities for racket sports.

Objective 2.7: The learner will review, demonstrate, or attempt the following soccer skills:

REVIEW	DEMONSTRATE	ATTEMPT
Instep kick	Outside kick	Aerial pass
Dribble	Heel kick	Chip shot
Foot trap	Flat pass	Knee juggle
	Through pass	Foot juggle
	Throw-in	Punting
	Drive shot	Side tackle
	Body trap	Come from behind tackle
	Leg trap	

Objective 2.8: The learner will review, demonstrate, or attempt the following softball skills:

REVIEW	DEMONSTRATE	ATTEMPT
Underhand throw	Overhand throw from outfield	Pitching
Base running	Fielding ground balls	Hitting a pitched ball to a predetermined location
Overhand throw from infield	Fielding line drives	
Catch with glove	Fielding fly balls	
	Hitting	

Objective 2.9: The learner will demonstrate or attempt the following track and field skills.

REVIEW	DEMONSTRATE	ATTEMPT
	Sprint	Running long jump
	High jump	Triple jump
	Relays	Hurdling
		Middle distance running

Objective 2.10: The learner will review, demonstrate, or attempt the following volleyball skills:

REVIEW	DEMONSTRATE	ATTEMPT
	Underhand serve Forearm pass	Set Hit Overhand serve Block

Objective 2.11: The learner will demonstrate the skill of compass and map reading necessary to complete a beginning level orienteering course.

Objective 2.12: The learner will attempt an intermediate level orienteering course.

Objective 2.13: The learner will demonstrate beginning activities in a variety of geographically appropriate outdoor pursuits.

Objective 2.14: The learner will attempt more challenging activities in a variety of geographically appropriate outdoor pursuits.

OUTCOME 3: The learner will improve personal fitness and demonstrate a knowledge of the components of health-related fitness.

Objective 3.1: The learner will identify an area of below average physical fitness and plan a program to improve the identified weakness.

Objective 3.2: The learner will participate in fitness assessment.

Sample Activities:

3.2.a: Physical Best.

3.2.b: Fitness Gram.

Objective 3.3: The learner will differentiate between components of health-related and performance-related fitness.

Sample Activities:

3.3.a: Compare a shuttle run, a sprint and a mile run.

3.3.b: Identify fitness components utilized in an obstacle course.

Objective 3.4: The learner will participate in a variety of relaxation exercises.

Sample Activities:

3.4.a: Progressive relaxation.

3.4.b: Visualization.

Objective 3.5: The learner will review the calculation of maximum and target heart rates.

Objective 3.6: The learner will select and participate in warm-ups for each component of health-related fitness.

Objective 3.7: The learner will design and participate in a group walking program.

Objective 3.8: The learner will demonstrate appropriate pace when participating in aerobic activities.

Objective 3.9: The learner will describe principles of training and conditioning for a chosen activity.

Sample Activities:

3.9.a: Creative dance.

3.9.b: Team sport.

Objective 3.10: The learner will describe the role of exercise and nutrition in weight control.

Objective 3.11: The learner will participate in activities that will increase muscular strength/endurance.

Sample Activities:

3.11.a: Stretch cord.

3.11.b: Hand weights.

OUTCOME 4: The learner will understand safety issues in movement, dance, games, and sport.

Objective 4.1: The learner will review safety factors in the utilization of space.

Sample Activities:

4.1.a: Perform warm-up stretches with appropriate spacing.

Objective 4.2: The learner will review safety factors in the utilization of athletic equipment/apparatus.

Sample Activities:

4.2.a: Kick a soccer ball only in uncongested areas during warm-ups.

Objective 4.3: The learner will review the components of safe participation and what constitutes a safe environment.

Sample Activities:

4.3.a: Refrain from bringing liquids or food into playing area.

4.3.b: Put equipment and apparatus away appropriately.

Objective 4.4: The learner will follow the rules of the activities to maintain safe playing conditions.

Sample Activities:

4.4.a: Keep hockey sticks below waist level.

OUTCOME 5: The learner will understand the concepts and principles of effective and efficient movement.

Objective 5.1: The learner will explore trajectory through striking skills.

Sample Activities:

5.1.a: Tossing and catching a ball on the rebound.

Objective 5.2: The learner will identify the mechanical advantage of a third-class lever.

OUTCOME 6: The learner will understand, appreciate, and apply rules, regulations, strategies, and etiquette for dance, games, and sport.

Objective 6.1: The learner will attempt the offensive skills of picks, give-and-go, pick-and-roll, fakes, and screens for a variety of team sports.

Objective 6.2: The learner will maintain proper positioning and spacing for a variety of games and sports while playing player-to-player defense.

Objective 6.3: The learner will identify the open player in a variety of games and sports.

Objective 6.4: The learner will participate in activities that enhance third party perspective.

Sample Activities:

6.4.a: 2 on 2 volleyball.

6.4.b: Zone soccer.

Objective 6.5: The learner will identify the difference between ethical and unethical behavior while participating in a game.

OUTCOME 7: The learner will appreciate the aesthetic and creative qualities of movement.

Objective 7.1: The learner will observe the aesthetic qualities of an exemplary choreographed work through live demonstration or film.

Sample Activities:

7.1.a: Attend a dance concert.

Objective 7.2: The learner will compare and contrast various movement phrases.

Objective 7.3: The learner will, in cooperation with another student, create, develop, and refine movement phrases based on a theme.

OUTCOME 8: The learner will understand the historical and cultural bases of movement, dance, games, and sport.

Objective 8.1: The learner will identify the cultural and historical origins of a variety of games, sport, and dance.

Objective 8.2: The learner will participate in culturally diverse games and sport.

Sample Activities:

8.2.a: Bocci.
8.2.b: Rugby.
8.2.c: Curling.
8.2.d: Cricket.

Objective 8.3: The learner will teach a game or sport identified with the learner's heritage.

OUTCOME 9: The learner will enhance self-confidence and interpersonal skills through the group process in movement, dance, games, and sport.

Objective 9.1: The learner will demonstrate the ability to succeed at assigned roles within a team activity.

Sample Activities:

9.1.a: Leader or captain.
9.1.b: Player.
9.1.c: Coach.
9.1.d: Official.

Objective 9.2: The learner will demonstrate an understanding that proficiency is dependent upon practice, rather than gender, race, or ethnicity.

Objective 9.3: The learner will work within a group to create a game, movement, dance, or sport.

Objective 9.4: The student will strive to contribute to the achievement of a team goal.

OUTCOME 10: The learner will discover an element of fun and enjoyment in movement, dance, games, and sport.

Objective 10.1: The learner will participate in individual activities with modified rules, structure and/or equipment to increase the parity of the movement, dance, game, or sport.

Sample Activities:

10.1.a: Short-court or cross-court tennis.

Objective 10.2: The learner will participate in a variety of recreational activities appropriate for the geographical area.

Sample Activities:

10.2.a: Ice skating.
10.2.b: Rock climbing.
10.2.c: Bowling.

Objective 10.3: The learner will participate in modified team or individual sports without keeping score.

Objective 10.4: The learner will participate in games in which the opponent is a standard of performance.

Sample Activities:

10.4.a: Frisbee-golf.

Objective 10.5: The learner will choose from a variety of motivators (music, teacher involvement, student selection of activity) that will enhance fun and enjoyment in the class.

Sample Activities:

10.5.a: Participate in class selected activities.

EIGHTH GRADE OUTCOMES

OUTCOME 1: **The learner will develop competency in a variety of movement and dance forms.**

Objective 1.1: The learner will demonstrate combinations of rotational, balancing, and supporting skills.

Sample Activities:

1.1.a: Handstand forward roll.
1.1.b: Backward extension.

Objective 1.2: The learner will demonstrate combinations of rotational, balancing, and supporting skills on apparatus.

Sample Activities:

1.2.a: Forward roll to inverted hang.
1.2.b: Squat 1/2 turn dismount.

Objective 1.3: The learner will create and perform a timed routine using rotational, balancing, and supporting skills.

Objective 1.4: The learner will create and perform an apparatus routine compose of a mount; rotational, balancing, and supporting skills; and a dismount.

Objective 1.5: The learner will demonstrate vaulting skills using a springboard or reuther board.

Sample Activities:

1.5.a: Straddle vault.
1.5.b: Pike vault.

Objective 1.6: The learner will demonstrate beginning social dance skills.

Sample Activities:

1.6.a: Box step.
1.6.b: Waltz step.

OUTCOME 2: **The learner will develop competency in a variety of activities and sports.**

Objective 2.1: The learner will review, demonstrate, or attempt the following basketball skills:

REVIEW	DEMONSTRATE	ATTEMPT
Dominant hand dribble	Crossover dribble	Drop step
Non-dominant hand dribble	Spin dribble	Non-dominant hand lay-up
Speed dribble	Baseball pass	Boxing out
Change of pace dribble	Dominant hand lay-up	
Chest pass	Turn on the rebound	
Bounce pass		
Two-hand overhead pass		
Flip pass		
Outlet pass		
Set shot		
Foul shot		
Jump stop		

Objective 2.2: The learner will participate in a regulation basketball game.

Objective 2.3: The learner will review, demonstrate, or attempt the following field hockey skills:

REVIEW	DEMONSTRATE	ATTEMPT
Drive pass	Scoop shot	Flick shot
Flick pass	Air trap	Leg trap
Flat pass	Side tackle	Come from behind tackle
Through pass	Side tackle	Reverse stick tackle
Push pass		Goalie clear
Drive shot		
Ground trap		
Hand trap		
Forward tackle		
Dribble		

Objective 2.4: The learner will participate in a regulation field hockey game.

Objective 2.5: The learner will review, demonstrate, or attempt the following football skills:

REVIEW	DEMONSTRATE	ATTEMPT
Giving & receiving handoff Carrying the ball Kickoff Long hike Forward pass Lateral pass Blocking Above shoulder catch Below knees catch	Over shoulder catch	Punting

Objective 2.6: The learner will participate in a regulation flag football game.

Objective 2.7: The learner will demonstrate the following lacrosse skills:

REVIEW	DEMONSTRATE	ATTEMPT
	Cradle Catch Underhand throw Overhand throw Scoop	

Objective 2.8: The learner will participate in a modified game of lacrosse.

Objective 2.9: The learner will review, demonstrate, or attempt the following racket sport skills:

REVIEW	DEMONSTRATE	ATTEMPT
Forehand grip Backhand grip Forehand swing Volley	Backhand swing	Serve Lob Smash Drop shot

Objective 2.10: The learner will participate in a regulation game in a chosen racket sport.

Objective 2.11: The learner will review, demonstrate, or attempt soccer skills from the following categories:

REVIEW	DEMONSTRATE	ATTEMPT
Instep kick Outside kick Heel kick Flat pass Through pass Throw-in Drive shot Foot trap Body trap Leg trap Dribble	Punting Aerial pass Chip shot Side tackle	Knee juggle Foot juggle Come from behind tackle Goalie throw Goalie hand trap

Objective 2.12: The learner will participate in a regulation game of soccer.

Objective 2.13: The learner will review, demonstrate, or attempt the following softball skills:

REVIEW	DEMONSTRATE	ATTEMPT
Overhand throw from outfield Fielding ground balls Fielding line drives Fielding fly balls Base running Hitting	Pitching	Hitting a pitched ball to a predetermined location

Objective 2.14: The learner will participate in a regulation softball game.

Objective 2.15: The learner will review, demonstrate, or attempt the following track and field skills:

REVIEW	DEMONSTRATE	ATTEMPT
Sprint High jump Relays	Running long jump Hurdling Middle distance running	Triple jump

Objective 2.16: The learner will select two events in which to participate during the intraclass track and field meet.

Objective 2.17: The learner will review, demonstrate, or attempt the following volleyball skills:

REVIEW	DEMONSTRATE	ATTEMPT
Underhand serve Forearm pass	Dominant hand hit	Set Non-dominant hand hit Overhand serve Block

Objective 2.18: The learner will participate in a regulation volleyball game.

Objective 2.19: The learner will review the skill of compass and map reading necessary to complete an intermediate level orienteering course.

Objective 2.20: The learner will attempt to use the concept of cunning running in an intermediate level orienteering course.

Objective 2.21: The learner will attempt beginning skills in a variety of self-selected, geographically appropriate outdoor pursuits.

OUTCOME 3: **The learner will improve personal fitness and demonstrate a knowledge of the components of health-related fitness.**

Objective 3.1: The learner will participate in health-related fitness assessment.

Sample Activities:

3.1.a: Physical Best.

Objective 3.2: The learner will plan and implement a personal fitness program including the all components of health-related fitness.

Objective 3.3: The learner will identify the effects of activity on stress levels.

Objective 3.4: The learner will describe the relationship of body composition to health-related fitness.

Objective 3.5: The learner will demonstrate techniques of weight training.

Objective 3.6: The learner will design and participate in an individual walk program.

Objective 3.7: The learner will demonstrate techniques for stretching, warm-up, and cooling down prior to and following physical activity.

Objective 3.8: The learner will maintain a log on her/his physical activity.

Objective 3.9: The learner will describe symptoms of and dangers in the use of performance-enhancing drugs.

OUTCOME 4: **The learner will understand safety issues in movement, dance, games, and sport.**

Objective 4.1: The learner will modify participation based on risk factors.

Sample Activities:

4.1.a: Pass only when the receiver is ready.

4.1.b: Change pace of pass based on distance from receiver.

Objective 4.2: The learner will decide to participate or not to participate based on the safety of the environment.

Objective 4.3: The learner will follow the rules of activities to maintain safe playing conditions.

Sample Activities:

4.3.a: Play McWhipit lacrosse with no stick checking.

OUTCOME 5: The learner will understand the concepts and principles of effective and efficient movement.

Objective 5.1: The learner will explore the effect of changing the length of the lever on striking skills.

Objective 5.2: The learner will demonstrate effective timing and sequencing for throwing, kicking, and striking.

OUTCOME 6: The learner will understand, appreciate, and apply rules, regulations, strategies, and etiquette for dance, games, and sport.

Objective 6.1: The learner will identify and utilize the open space or player while participating in a variety of games and sport.

Objective 6.2: The learner will attempt to cause an opponent to move to create an open space in a variety of games and sport.

Sample Activities:

6.2.a: Utilize head fake in basketball.

6.2.b: Utilize same preparatory movements for drop shot and clear in badminton.

Objective 6.3: The learner will attempt basic player-to player defense.

OUTCOME 7: The learner will appreciate the aesthetic and creative qualities of movement.

Objective 7.1: The learner will create, develop, and refine movement phrases based on self-generated themes.

Objective 7.2: The learner will integrate information from other subject matter into creative movement works.

Sample Activities:

7.2.a: Environmental issues.

7.2.b: Mathematical concepts.

Objective 7.3:	The learner will combine movement phrases and sentences into more extensive choreographed pieces.
OUTCOME 8:	**The learner will understand the historical and cultural bases of movement, dance, games, and sport.**
Objective 8.1:	The learner will identify the historical origin of a selected dance, game, or sport.
Objective 8.2:	The learner will prepare a visual, oral, or written presentation on the historical origin of a selected dance, game, or sport.
OUTCOME 9:	**The learner will enhance self-confidence and interpersonal skills through the group process in movement, dance, games, and sport.**
Objective 9.1:	The learner will demonstrate acceptance of differences among classmates based on gender.
Objective 9.2:	The learner will successfully contribute to the completion of a group project.
Sample Activities:	
9.2.a:	Prepare a bulletin board.
9.2.b:	Electric fence.
Objective 9.3:	The learner will strive to contribute to the achievement of a class goal.
OUTCOME 10:	**The learner will discover an element of fun and enjoyment in movement, dance, games, and sport.**
Objective 10.1:	The learner will participate in individual and team sports with modified rules, structure, and/or equipment to increase the opportunities for scoring.
Sample Activities:	
10.1.a:	Play whiffle ball with big barrel bat.
Objective 10.2:	The learner will participate in a variety of recreational activities appropriate to the geographical area.
Sample Activities:	
10.2.a:	Downhill skiing.

Objective 10.3: The learner will participate in games or activities in which the opponent is the environment.

Sample Activities:

10.3.a: Sailing.

10.3.b: Rock climbing.

Objective 10.4: The learner will identify the elements that contribute to her/his fun and/or enjoyment for several self-selected activities.

APPENDIX A

Activity X Grade Matrix

Attempt: Implies that the skill will be taught but the child will not master or show competency in the skill. This is a first level progression.

Demonstrate: Implies that the child will demonstrate competency in the skill. This is a second level progression.

Review: Implies the continual review of the skill and serves as a developmental checkpoint.

ACTIVITY	6TH GRADE			7TH GRADE			8TH GRADE		
	REV	DEM	ATT	REV	DEM	ATT	REV	DEM	ATT
BASKETBALL									
Dominant hand dribble		D			R			R	
Pivot		D			R				
Defensive slides		D			R				
Non-dominant hand dribble			A		D			R	
Speed dribble			A		D			R	
Change of pace dribble			A		D			R	
Crossover dribble			A			A			D
Spin dribble			A			A			D
Chest pass			A		D			R	
Bounce pass			A		D			R	
Two-hand overhead pass			A		D			R	
Flip pass			A		D			R	
Outlet pass			A		D			R	
Baseball pass			A			A			D
Set shot			A		D			R	
Dominant hand lay-up			A			A			D
Jump shot			A		D			R	
Foul shot			A		D			R	
Jump stop			A		D			R	
Turn on rebound			A			A			D
Drop step						A			A
Non-dominant hand lay-up									A
Boxing out									A

Activity X Grade Matrix

ACTIVITY	6TH GRADE			7TH GRADE			8TH GRADE		
	REV	DEM	ATT	REV	DEM	ATT	REV	DEM	ATT
FIELD HOCKEY									
Grip	D			R					
Drive pass			A		D		R		
Flick pass			A		D		R		
Flat pass			A		D		R		
Through pass			A		D		R		
Push pass			A		D		R		
Drive shot			A		D		R		
Flick shot			A			A			A
Scoop shot			A			A		D	
Ground trap			A		D		R		
Air trap			A		D		R		
Hand trap			A		D		R		
Forward tackle			A		D		R		
Side tackle			A			A		D	
Dribble			A		D		R		
Scoop pass						A		D	
Come from behind tackle						A			A
Leg trap									A
Reverse stick tackle									A
Goalie clear									A
FOOTBALL									
Giving & receiving handoff	D			R			R		
Carrying the ball	D			R			R		
Kickoff	D			R			R		
Blocking	D			R			R		
Long hike			A		D		R		
Forward pass			A		D		R		
Lateral pass			A		D		R		
Punting			A			A			A
Over shoulder catch			A			A		D	
Above shoulder catch			A		D		R		
Below knees catch			A		D		R		
LACROSSE									
Cradle						A		D	
Catch						A		D	
Underhand throw						A		D	
Overhand throw						A		D	
Scoop						A		D	

Activity X Grade Matrix

ACTIVITY	6TH GRADE			7TH GRADE			8TH GRADE		
	REV	DEM	ATT	REV	DEM	ATT	REV	DEM	ATT
RACKET SPORT									
Forehand grip		D		R			R		
Backhand grip		D		R			R		
Forehand swing	A				D		R		
Volley	A				D		R		
Drop serve	A				D				
Backhand swing	A					A		D	
Serve						A			A
Lob						A			A
Smash						A			A
Drop shot									A
SOCCER									
Outside kick			A		D		R		
Heel kick			A		D		R		
Flat pass			A		D		R		
Through pass			A		D		R		
Aerial pass			A			A		D	
Throw-in			A		D		R		
Drive shot			A		D		R		
Chip shot			A			A		D	
Body trap			A		D		R		
Leg trap			A		D		R		
Knee juggle			A			A			A
Foot juggle			A			A			A
Instep kick		D		R			R		
Dribble		D		R			R		
Foot trap		D		R			R		
Punting						A		D	
Side tackle						A		D	
Come from behind tackle						A			A
Goalie throw									A
Goalie hand trap									A

Activity X Grade Matrix

ACTIVITY	6TH GRADE			7TH GRADE			8TH GRADE		
	REV	DEM	ATT	REV	DEM	ATT	REV	DEM	ATT
SOFTBALL									
Underhand throw	D			R					
Baserunning	D			R			R		
Overhand throw from infield	D			R			R		
Catching with glove	D			R			R		
Overhand throw from outfield			A		D		R		
Fielding ground balls			A		D		R		
Fielding line drives			A		D		R		
Fielding fly balls			A		D		R		
Hitting			A		D		R		
Pitching			A			A	R		
Hitting a pitched ball to a predetermined location						A			A
TRACK AND FIELD									
Sprint	D			R			R		
High jump	D			R			R		
Relays	D			R			R		
Running long jump			A		D		R		
Triple jump			A			A			A
Hurdling			A		D		R		
Middle distance running			A		D		R		
VOLLEYBALL									
Underhand serve			A		D		R		
Set			A			A			A
Forearm pass			A		D		R		
Dominant hand hit			A			A		D	
Overhand serve						A			A
Block						A			A
Non-dominant hand hit									A

APPENDIX B

Characteristics of Middle School Students and the Implications for Physical Education Programs

The middle school physical education philosophy should be based on the special needs and interests of the middle school child. For too long many junior high physical education curriculums have been adaptations of either elementary or secondary programs. Therefore, in order to more effectively meet the needs of adolescents, educators need to understand the common characteristics, significant differences, and concerns of this unique group of individuals. This information can become a general guide in making curriculum decisions within the physical education program.

PHYSICAL GROWTH AND DEVELOPMENT

Physically adolescents are trying to master a new body. Secondary sexual characteristics are more apparent now. Girls have breast development, pubic hair, widening of the hips, and body fat accumulation. Boys have facial, pubic hair, genital and shoulder development, and a deepening of their voice. These changes force the individual to face the task of gender role identification.

A rapid and uneven growth pattern is occurring. Girls' growth spurt occurs 1.5 years earlier. Initially, they are taller and more physically mature. Once boys enter puberty they will surpass girls in height, weight, strength, and endurance. Girls continue to demonstrate balance and flexibility superiority. Those who have not entered puberty will not be as strong and quick, and therefore some may be uneasy about physical contact activities.

The range of motor abilities broadens and is slowed down due to growth velocity. Both awkward and highly coordinated individuals can be found in the same class. Mastery of new skills can be difficult for some, resulting in feelings of physical inadequacy for both girls and boys. Consequently, some students may avoid learning new skills to assure they will not be embarrassed in front of their peers and teacher.

Because of the wide variety of individual differences among students, programs need to offer a variety of physical activities that will provide challenging opportunities while students experience success during the learning process. Offerings of conditioning and physical fitness, individual and dual sports, team sports, gymnastics, rhythms and dance, aquatics, and outdoor activities will allow students to find some activities within their range of abilities. Activity modifications (e.g. equipment, rules, space) or lead-ups have been used successfully

with adolescents to help acquire skill mastery within a favorable learning environment despite the diversity found in body sizes and ability levels among adolescents.

INTELLECTUAL DEVELOPMENT

Knowledge increases dramatically during this time period. Many adolescents have lived in several places, traveled, and enjoyed a variety of experiences and are therefore better informed. With increased information available and numerous choices to make, it is important to incorporate decision-making and problem-solving skills in classes so students are better apt to cope with the stresses that accompany decisions.

Adolescents are now capable of handling abstract concepts. Conceptual thinking allows students to generalize information, project hypothetical conclusions as well as develop concepts and assign values from one realm of behavior to another. By teaching concepts involving biomechanics, motor learning, exercise physiology, and development students can appreciate and understand more the changes that are taking place within their own body. These changes allow individuals to start developing an identity.

EMOTIONAL DEVELOPMENT

As their bodies are changing so are their emotions. Due to physical and hormonal changes, moods appear to fluctuate quickly. This becomes an unpredictable and emotional time for many adolescents. Besides being sensitive to students' emotional upheavals, educators can incorporate strategies for stress reduction and emotional control within classes.

Establishing a positive self-concept is critical to an individual's emotional development. Understanding and accepting oneself is an essential step in accepting other people. Educators need to incorporate teaching styles that will provide opportunities for students to develop, change, and test perceptions of themselves in order to develop their own self-worth. Skills taught in classes need to be planned so students can develop a level of success. Success breeds recognition which is important to everyone's self-worth.

SOCIAL DEVELOPMENT

Adolescents' changing relationship with parents fosters an intimacy that develops among peers. This represents the beginning of independence that so many want. As educators, we may assist in this growth of independence by providing activities that require responsibility, leadership, and decision-making skills on their part.

Often torn between adult and peer values adolescents need to be provided with opportunities that will allow them to receive approval from both peers and adults. Educators need to realize adolescents have this need to be accepted and approved by their peers.

Romantic interests begin. Boys are no longer poison. Girls develop an interest sooner and date earlier. Crushes spring up overnight and often fade away just as quickly. Extracurricular activities and class activities can provide social and leadership skills.

Students are self-conscious yet interested in their own bodies, appearance, and abilities. By providing information on the physiological changes that are occurring they may be more accepting of individual differences around them.

Competition is here. Yet because of the diversity of skill found within the same grade, a balance needs to be established between competitive and cooperative activities. Cooperative experiences can assist in promoting both leadership and followship skills that are needed at this level.

SUMMARY

Physical educators in the middle school setting can help adolescents develop an understanding of their changing bodies and personalities and how these changes affect their relationships with others. If educators invest the time necessary to understand the learner and plan a developmentally appropriate physical education program a generous return in the classroom will be reaped.

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APPENDIX C

Principles for Designing Appropriate Practice Activities for the Acquisition of Specific Motor Skills

Activities related to the grade-level objectives for Outcomes 1 and 2 of the program guidelines typically take the form of what are commonly called practice drills for a specific skill such as passing, dribbling, or shooting. The design of these practice activities should be based on a consideration of both the theory and research findings regarding factors affecting the learning of motor skills. The following material describes several principles, drawn from the motor learning literature, that should be considered in designing practice activities for the acquisition of specific motor skills.

Task Analysis

Prior to deciding on a practice activity or drill for a specific skill, it is imperative to identify and analyze the essential performance characteristics and requirements of the skill in its "real-world" or "game-related" form. This process is referred to as a task analysis. The elements of the task analysis correspond to components of practice about which decisions must be made in structuring the practice situation. That is, for practice activities to be effective, the characteristics of the practice drill must correspond to the essential characteristics of the skill, as identified in the task analysis.

The first element of a task analysis is identification of the performance environment of the skill. How variable is the real-world performance context of the specific skill? That is, is the task a closed or an open skill? In some cases, the performance context may not vary at all during execution of the skill. Such activities are called closed skills; examples include skills related to tumbling and gymnastics. For other activities, the performance environment may be quite variable over time; such activities are called open skills. Examples of open skills are the component skills of basketball and soccer.

The second element of the task analysis requires identification of the attentional demands of the skill. The complexity of the demands on the learner's attention is related to the first element of the analysis, the environmental context of performance. How many objects and/or people are included in the performance environment? Are the objects and/or people moving or stationary? These factors determine the extent and complexity of the demands on the learner's attention. Motor skills vary considerably in the nature of their attentional demands. For

example, an activity may involve no other players and a stationary target (archery), one other player and a moving object (tennis), or many moving players and a moving object (team sports).

The third element of the task analysis is identification of the requirements for decision-making by the performer. Motor skills vary in the number of viable response options available to the performer at a given point in performance. The number of response options to be considered dictates the type and complexity of the decisions the learner must make. Some skills may require a single decision between two response options (e.g., swing or don't swing). Other skills may involve multiple response options and concomitant decisions. For example, the learner may be required to decide which of several types of passes to execute and where to direct the pass (left, right, front, back, etc.).

The first three elements of the task analysis are related to the complexity of the performance environment relative to variability, predictability, and demands on attention and decision-making abilities. The final two elements of the task analysis are related to the complexity of the movement required by the specific skill. The required movement must be analyzed relative to the length of the movement sequence and the interdependence of the parts of the sequence. How many body segments are involved in the "finished form" of the movement? Is the performer moving or stationary? Is the skill performed with or without an implement? Is a transition in the type of movement required (e.g., from horizontal to vertical movement in a jump or spike)? Are components of movement performed simultaneously (step and throw) or sequentially (run, stop, and throw)? Does the skill require a continuous sequence of movement to develop maximum force or velocity (discus throw), or several discrete phases of movement with a change of direction between phases (golf swing)? Results of the analysis of the nature and complexity of the required movement, dictate whether the skill can or should be practiced as a whole or as component parts.

Simplified, But Realistic Practice

The purpose of the initial task analysis is to identify the complexity of both the performance environment and the movement associated with a specific skill. Based on the analysis, the teacher must decide how to reduce the complexity of some or all of the elements of performance during practice, without changing or eliminating the essential nature of the skill. It is inappropriate, for example, to simplify the practice situation by changing an open, or moving environment, to a closed (non-moving) performance environment. Instead of eliminating the essential movement in the performance environment, the practice activity should be designed to reduce the complexity of the open

environment. For example, the speed of moving objects or people can be reduced or made more predictable. Balls can be rolled or tossed (rather than hit), to only the dominant side of the performer, within a designated area of the court or field. A pitch, for example, can be delivered underhand, at a moderate speed, rather than eliminating the moving ball and using a batting tee; striking a stationary ball is appropriate in practicing the golf swing, but not in practicing batting.

A similar strategy should be used in planning practice activities relative to the attentional and decision-making requirements of performance. Rather than eliminating these elements from practice, they should be simplified in the practice setting. For example, the number of response options and concomitant decisions to be made in a given situation can be reduced (either pass left or dribble straight ahead). The number of opponents can be reduced and/or their movement can be slowed or restricted, rather than totally eliminating the presence and movement of opposing players.

Consideration must also be given to the most appropriate way to simplify the required movement involved in the skill. Sometimes it is possible to reduce the length of the movement sequence without losing the essential continuity of the pattern ("back-scratch" tennis serve). In other cases, components of the movement sequence can be initially practiced in isolation (jump and strike in volleyball spike), before being combined with an approach.

For the student to acquire skill in a motor task, the practice situation must include all the essential elements required in skilled performance. Clearly, the performance requirements must be simplified in accord with the level of development and skill of the student. However, it is critical that the learner understand and practice all the components of motor skill performance. Practice activities must be designed to provide opportunities to develop all the requisite abilities including analysis and prediction of moving/stationary objects and people, identification of response options and consequences, making appropriate decisions, and planning and controlling the pattern of movement.

Progressive Increases in Complexity of Practice

The results of the task analysis and the subsequent decisions regarding which elements of performance to simplify, and how, are used to plan the progression of practice activities for the specific skill. As practice continues, plans must be made to systematically increase the complexity of the practice activities. That is, practice must be designed to provide sequential progression toward the real-world, "finished form", performance characteristics of the specific skill. Practice

activities should include progressive increases in the variability of the performance environment. Similarly, progressive increases should be made in the attentional demands of the performance environment. The number of response options and concomitant decisions should be systematically increased. The required pattern of movement should be increased progressively in length and continuity requirements. That is, elements of performance that were simplified during initial practice of the specific skill, must be systematically and progressively increased in complexity during subsequent practice situations.

Increased Variety of Movement Tasks

In addition to adding complexity to the practice activities for a specific skill, progressive practice should also include variations in the setting in which the skill is performed. Systematic alterations should be made in characteristics of performance such as the distance, direction, and angle of performers or objects, or the location, speed, height, and spin of a moving object. Providing for variations in performance settings during practice is essential for the development of a general movement schema, or flexible formula for performance. The ability to adapt performance to changing environmental/game requirements cannot be developed if practice activities are limited to repeated practice of one movement pattern, from one distance, in one direction, etc.

Provide Specific Corrective Feedback

Throughout the practice period, the learner should receive specific, corrective feedback regarding the quality and effectiveness of performance. In order to improve future performance of a specific skill, the learner must first evaluate current performance based on information regarding the movement that was executed and its effect in the performance environment. Based on the analysis and evaluation of performance, the learner decides whether to repeat or alter the pattern of movement on subsequent performance attempts. The ability of the teacher to describe performance and identify needed changes is an essential element in skill development. Practice activities should include time for performance evaluation by the teacher and peers, as well as for self-evaluation by the student. Feedback to the student should include information regarding both the technique of the movement and the results of the movement in the performance environment. Feedback concerning the result of the performance should reinforce or clarify "what happened" as a result of the executed movement (where the pass went, what happened next). In open skills, this type of feedback should precede correction of movement technique. That is, corrective feedback regarding

movement execution should be based on an assessment of the effectiveness of the attempt relative to the desired results of performance. In closed skills, feedback regarding performance should emphasize style and consistency of the pattern of movement.

Summary

To be effective in developing motor skill, practice activities must be both realistic and progressive. Practice activities must provide an opportunity for development of all the component abilities required in skilled performance: perceptual analysis, decision-making, and planning/control of movement. A task analysis is useful in identifying the essential characteristics and degree of complexity of performance in its skilled form. Results of the analysis are used to plan realistic practice activities for a specific skill. To be effective, practice activities should involve a systematic progression in complexity of requirements for performance, within a realistic environmental context.

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TASK ANALYSIS: TENNIS FOREHAND

Components of Task Complexity	Simplified Practice Environment
Environmental Characteristics	
Moving object and opponent High variability Low Predictability	Tossed ball to forehand No return by opponent
Attentional Demands	
One moving object One moving opponent	Reduce ball speed and variability Eliminate movement of opponent
Decision-Making Requirements	
Placement: Direction Placement: Distance Spin	Specify cross-court Hit to baseline No spin
Movement Characteristics	
Sequence: Three Phases Preparatory Action Follow-through Continuity: Moderate Timing: Variable Move-stop-swing implement	Position with side to net, racket back (end of preparation) Limit movement to ball to 1 to 2 steps Provide specific feedback Step-swing

COMPONENTS OF TASK COMPLEXITY

Task Analysis

Environmental Characteristics	Attentional Demands	Decision-Making Requirements	Movement Character.
Stationary or Moving	Number of Objects or People	Number of Response Options	Length of Sequence
Degree of Variability	Stationary or Moving Objects or People	Number of Decisions	Continuity Sequence
Predictability of Characteristics			Without or With an Implement
			Stable or Moving

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